

A Hand Book

CONTAINING
Suggestions and Programs
FOR
Community Social Meetings
At RURAL SCHOOL HOUSES



Prepared by
L. J. HANIFAN, State Supervisor
Of Rural Elementary Schools



Under the direction of
M. P. SHAWKEY, State Superintendent
CHARLESTON, W. VA.
1913





"GET THE PARENTS INTERESTED."

This School is Ready for Patron's Day. A Display of Children's Work.

A HANDBOOK
CONTAINING
SUGGESTIONS AND PROGRAMS
FOR
COMMUNITY SOCIAL GATHERINGS
AT
RURAL SCHOOL HOUSES



PREPARED BY
L. J. HANIFAN, STATE SUPERVISOR
OF RURAL ELEMENTARY SCHOOLS.

Trans. Va. State Dept. of Education



UNDER THE DIRECTION OF
M. P. SHAWKEY, STATE SUPERINTENDENT
CHARLESTON, W. VA.
1913.

LC 232
W4A3
12/13

TABLE OF CONTENTS.

	PAGE
Introductory -----	3
Purpose -----	5
The "Social Center" Idea -----	5
General Suggestions -----	7
Suggested Programs -----	8
Ye Old Time School Days -----	10
Spelling Bee -----	11
Local History Evening -----	12
Good Roads Evening -----	13
Harvest Home Program -----	14
Health Night -----	15
Story Life of Great Men -----	16
Travel Program -----	17
Musical Program -----	18
Indian Night -----	19
Dramatic Program -----	20
Hallowe'en Social -----	21
West Virginia's Natural Resources -----	22
Farmers' Evening -----	23
Library Day Program -----	24
Spring Arbor and Bird Day Program -----	25
Clean-up-and-Beautify Day -----	26
Peace Day Program -----	27
Washington's Birthday Program -----	28
Lincoln's Birthday Program -----	29
Columbus Day Program -----	30



TRIBUNE PRINTING CO., CHARLESTON, W. VA.

D. OF D.
OCT 20 1913

INTRODUCTORY.

This bulletin is not a call to arms but a summons to service and to opportunity. There is nothing in the law of West Virginia to require any teacher to undertake the service herein suggested, but we believe that there are thousands of West Virginia teachers who are bigger in their sympathies and ambition than a salary draft, and we believe that the appeal to such teachers will be strong.

In my judgment the opportunities for good to the state and of growth to the individual teacher in this service are limitless. I am therefore confidently expecting a large and enthusiastic response. Let no teacher misunderstand the purpose of this bulletin. In undertaking the work proposed it would be a mistake to follow the outline very closely. The very essence of the project is research and initiative, and many teachers will doubtless be able to devise better plans than those mentioned herein. In such cases the teachers by all means should develop their own plans. It is possible that in some cases the teachers will prefer to give most of the time to night schools such as have been carried on so successfully in Rowan county, Kentucky. In other cases, agriculture or some other community study may seem advisable. In still other cases other features may be enlarged on and the program adjusted to suit the individual needs. There are many communities where great good would be accomplished if the meetings result in a permanent agricultural organization and it is hoped that the advantages of such an undertaking may not be overlooked. The main thing is to put into the work the spirit of exploration, of application, of patience and of energy. If you succeed in some phases of the work you will be a teacher of the world, for as yet the world knows but little of what may be accomplished by the rural school as a social center.

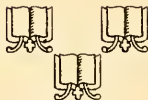
I wish to assure any and all who undertake the work of the heartiest cooperation not only on the part of the State Department of Schools of West Virginia, but the United States Bureau of Education and

other agencies that are concerned in the development of the public welfare. I would appreciate it if you will report to us at the beginning of your work and frequently at other times during the season.

With personal good wishes for your success, I am

Very truly yours,

M. D. Hawkey



PURPOSE.

Of recent years a great deal has been said and written about the "Social Center" Idea. A great many cities have effected organizations under varying names, putting this idea into practical form. Of still more recent years this idea has received considerable emphasis among the country districts of many sections of the United States. Attention has been called to the possibility and need of utilizing rural school houses for community social benefits by no less personages than Ex-President Theodore Roosevelt and President Woodrow Wilson. Our own state has already taken some definite steps towards providing better social conditions in rural communities. The State Superintendent, Mr. M. P. Shawkey, has called for a thousand volunteers this year, 1913-1914, to arrange for at least from fifteen to twenty community social gatherings in their respective school houses. In order to help carry out these plans of the State Superintendent in this respect and to make this phase of the teachers' work easier—and upon the 7000 rural teachers falls the burden of carrying out these plans—this handbook is published with the hope that it will both help and encourage these teachers in the great work of improving rural social life.

THE "SOCIAL CENTER" IDEA.

It is generally agreed that there is less opportunity for the people of the country to get together and have a general good time than there used to be. There used to be the husking bees, the barn raisings, the threshing days, even the log rollings. There used to be the apple cuttings, the bean stringings, the sugar makings. There used to be the spelling bees, the old time "literaries," the "heated" debates. There are not so many of any of these "diversions" today. In many communities nearly all of these have been entirely abandoned. Nothing has taken their places. Many of the rural churches have been abandoned, the ministers having either starved out, or left the country. Perhaps the best means we have left for getting the rural folk together is the Sunday School. This, however, is usually active only during the summer months.

What are the results of all this change? In the first place the people in the country are without amusement, recreation, or social life. They do not even visit one another as they did formerly. Families live in varying degrees of isolation. This situation makes living in the country dull, uneventful, uninteresting. As a final

result many of our country boys and girls and not a few older ones leave the farms and go to the cities where they congregate on the streets, at the "movies," at the club, at the dance halls, at the theatre, sometimes at the poolrooms, gambling dens, evil resorts, and saloons. And we are not to censure too severely these young people for leaving the farms and going to the cities. Man is a social animal. He takes to society naturally. Isolation from his fellows is unendurable to youth or grown-up. If he cannot find congenial associates in the country he will go to the city. If he cannot find good company there he will find bad. He must have companions. Therefore, just as long as the country fails to provide some means of social enjoyment the boys and girls will continue to go to the cities in large numbers.

This migration to the city would not be so bad if the city were the best place in the world for these young people to live. As a matter of fact, no city is either all good or all bad. But in every city there is opportunity for young people to be bad. Many of our country boys and girls go to the city and make good. We sometimes boast of the large number of men from the country who now hold responsible posts both in business and in the professions. But we fail to mention the large number who have utterly failed to make of themselves anything except crooks, criminals or loafers. Whether a country boy will make good in the city depends largely upon the boy in the first place, and in the second place upon the kind of company he gets into when he reaches the city. Other things being equal the country boy has greater evil temptations in the city than the city born youth, for the reason that the latter grows up amidst city environment, becomes accustomed to it as he grows, while the country boy plunges immediately into an entirely new environment, to which he is wholly unprepared to adjust himself. When a country boy or country girl leaves the farm for the city the father and mother can never be quite sure that their child will not fall by the wayside as one of the tares.

What, therefore, shall be done to make living in the country tolerable to our country youth? The solution devolves upon the school. Upon the teacher rests the immediate responsibility of leadership in all that may be done. She must secure the cooperation of the ministers, of the parents and citizens, in devising ways and means of bringing the young people together often for social enjoyment, mental recreation, even for merely good fellowship. The boys and girls will do their part if only proper leadership and encouragement are afforded them.

GENERAL SUGGESTIONS.

1. *Personal Work.*

The success of these community meetings will depend very largely upon the personal work of the teacher, and nothing will count for so much as the teacher's personal acquaintance with the patrons of the school. If the people know the teacher personally, and have confidence in her, they will gladly respond to her leadership.

2. *Advertise.*

The pupils themselves are the best advertisers if properly directed and encouraged. The county papers can usually be utilized to advertise the program. A few notices should be posted in conspicuous places.

3. *Begin planning at the opening of the session.*

The first weeks of the school term is the best time to begin the work. The first meeting should be held not later than at the end of the first two weeks.

4. *Make the first meeting a good one.*

If the first meeting is a failure it will be difficult to get the people out next time. The people will get a lasting impression, whether favorable or unfavorable, of the first meeting.

5. *Make each meeting worth while.*

If there is to be an entertainment, the program must entertain. If it is an instructive program there must be something that the people can take away with them. Make the program such that the people will feel that they have been repaid for their coming.

6. *See that the meeting begins on time.*

Do not bore those who come on time by delaying the beginning of the program until late comers arrive. After the first meeting the people will be on time if it is understood that the program will begin at the hour set.

7. *It is the citizens' meeting.*

It must not be understood that the meeting is wholly a school affair. The citizens must have prominent parts both in the organization and on the programs. It is suggested that some citizen be

made chairman. Rarely should the teacher fill this office. But the teacher should be behind all that is done. She must be the guiding spirit. She may well so direct the organization that the best presiding officer will be chosen or that the most suitable persons shall appear on any given program. She must be the leader but must rather lead through others. A skillful teacher can do this.

8. *Have one or more citizens placed on most of the programs.*

Such recognition of the patrons will not only add strength to the program but will also avoid the appearance of its being merely a school affair.

9. *Have regard for other community activities.*

From fifteen to twenty of these community meetings should be held within the term. It is suggested that as many of them as possible should be held during the fall months so that when there is a religious revival or other meeting in the community these meetings at the school houses may go over until another time. These meetings may be held weekly for two or three of the first months of the year. The teacher must be governed by the local conditions.

10. *The "Spelling Bee."*

There is general criticism of our present methods of teaching spelling and at the same time there is general demand for the old fashioned spelling bee. At least four or five of the proposed meetings should be these old time spelling bees.

11. *Do not scold the people for not coming.*

People can be led to do anything. They can be driven to do nothing. If they do not come to any given program see them meanwhile, say you missed them and invite them to come to the next program.

SUGGESTED PROGRAMS.

The programs submitted here are meant to be suggestive of what may be done. The committee will be at liberty to make up other programs if they will serve their purposes better. They may alter, amend, or rearrange as best suits the conditions. The stiff, formal following of these outlines is not desirable.

The programs are numbered not as indicating the order in which they should come but merely for convenience of referring to the



"GET THE WOMEN INTERESTED."

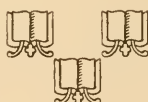
A Meeting of Women to Study Cooking and Other Home Subjects.



"GET THE BOYS AND MEN INTERESTED."

A good subject for an open-air meeting. Five thousand people visited this open-air corn show held at Philippi, Barbour County, last fall.

programs, just as songs are numbered in a song book. The season will determine the time when some of the programs should be executed. The nature of the work of the pupils, the grades represented in the school and many other things may determine both what programs should be selected and the time they should be given. In all of these matters the teacher or the committee must use their own good judgment as to what should be done and as to the time it should be done. The important point in all of this work is that something be done.



YE OLD TIME SCHOOL DAYS.

Suggestions:

1. Put on this program as many of the older patrons as can be interested in taking parts. This program is primarily an old folks' program. If the children take parts their parts should be of the nature of papers dealing with early life in this state, written upon such information as they can get from the text book in state history and from local histories or records.

2. The teacher should take great pains to see personally as many of the older patrons of the community as possible and find out beforehand what parts they would prefer to take.

3. Advertise the program well. If possible, phone those who are to take parts on the program a day or two before the meeting, thus following up personal or written invitations.

4. Extend to the patrons present every possible courtesy.

5. Be sure to arrange for some well known songs. Organize the school into a choir and have them practice the songs a week or so before the meeting.

The Program:

1. Song, led by school choir.
2. Devotional exercises.
3. What kind of school house I had.
4. How we kept warm.
5. What we got when we were bad boys and girls.
6. The kind of teacher we had.
7. Song, led by school choir.
8. How we dressed.
9. The games we played.
10. What we learned.
11. Song, led by school choir.

PROGRAM NUMBER TWO.

SPELLING BEE.

Suggestions:

1. Only one program for a spelling bee is suggested here. This does not mean that other spelling bees may not be arranged for. In fact it would be well to have as many as a half dozen during the session.

2. It is claimed by many that spelling is less thorough since we have almost abandoned the old time spelling bee. We believe that this claim is pretty well founded. Teachers are urged therefore to make of the spelling bee all that is possible. The State Superintendent would appreciate reports from any communities where renewed interest in spelling is especially noticeable on account of the spelling bees.

3. It is desirable that the parents take part in the spelling contests. Doubtless there will be many cases where parents will surpass the pupils in spelling. If so this fact will stimulate the pupils to more thorough work in spelling.

4. Those in authority should see that order is preserved during the contest.

5. The old fashioned way of "choosing" the spellers is recommended.

6. The one who pronounces the words should pronounce very distinctly and make sure that fairness is secured.

The Program:

To be arranged by the committee.

LOCAL HISTORY EVENING.

Suggestions:

1. Both parents and pupils should have places on this program. The work by the children may take the form of a paper and may be counted as composition work in their regular classes.

2. See that no specially important events of local history are omitted from the program.

3. See to it that the program does not dwell too much on the history of a single family unless its importance justifies such prominence.

4. Any specially good papers by the pupils should be sent to the county papers for publication.

5. Be careful not to let this program stir up any bitterness in the community, such as dispute over some event connected with the civil war.

The Program:

1. Song, led by school choir.
2. Devotional exercises.
3. The first settler and his times.
4. The oldest church in the community.
5. Our first school house.
6. How we have grown educationally.
7. Song, led by school choir.
8. Farming today and farming forty years ago.
9. Introduction of improved farming machinery.
10. Introduction of improved live stock into the community.
11. Successful men who were reared in this community.
12. Song, led by school choir.

PROGRAM NUMBER FOUR.

GOOD ROADS EVENING.

Suggestions:

1. Try to make the program as practical as possible.
2. Emphasize the losses to the community that poor roads make necessary.
3. Make special effort to get a large attendance at this meeting.
4. Get some expression, as by vote, of what ought to be done now, and how to proceed.

The Program:

1. Song, led by school choir.
2. Devotional exercises.
3. A map showing the public roads of the neighborhood (this may be drawn on the blackboard by one of the pupils before the meeting begins).
4. Inconvenience of the roads as they are (by a citizen).
5. Are our roads properly located? (by a citizen.)
6. How much does this community lose yearly by not having better roads? (by a pupil).
7. Song, led by school choir.
8. What would it cost to make our roads what they should be? Would it pay? (by a citizen.)
9. The best means of improving our roads (by a citizen).
10. When should we begin? (by a citizen.)
11. Song, led by school choir.

PROGRAM NUMBER FIVE.

HARVEST HOME PROGRAM.

Suggestions:

1. It might be well to make this program an all day picnic meeting or basket meeting.

2. It would be a good plan to have an exhibit of farm and garden products.

3. If not a picnic meeting then refreshments should be provided if possible.

4. This program should be held in the fall after the crops have all been gathered. It may take the place of the Thanksgiving program.

5. This should be a program of general good times. It could well combine literary, athletic and feasting features.

The Program:

1. Song, led by school choir—"My Country 'Tis of Thee."

2. Devotional exercises.

3. Heap high the Golden Grain—Recitation by pupil.

4-10. (To be arranged by committee.)

PROGRAM NUMBER SIX.

HEALTH NIGHT.

Suggestions:

1. This program should be principally instructive.
2. If possible have a physician address the meeting.
3. Have the pupils draw upon what they have learned in their classes in health and sanitation.

The Program:

1. Song, led by school choir.
2. Devotional exercises.
3. The house fly as a spreader of disease (by a pupil).
4. Ventilation of a bed room (by a pupil).
5. Why we have colds (by a pupil or citizen).
6. Song, led by school choir.
7. The greatest source of disease in this community(an address by a physician).
8. Song, led by school choir.

PROGRAM NUMBER SEVEN.

STORY LIFE OF GREAT MEN.

Suggestions:

1. This program should be made up of both citizens and pupils.
2. Make the program mainly of stories about great men—not mere biographies.
3. See that the pupils who take part know something worth while to tell about the characters selected.

The Program:

1. Song, led by school choir.
2. Devotional exercises.
3. An incident in the life of George Washington.
4. Lincoln as a story teller (by a citizen).
5. Personal recollections of a great man (by a citizen).
6. The human side of General Lee (by a citizen).
7. Song, led by school choir.
8. A story about my favorite hero in history (by a pupil).
9. Debate: Resolved, that Washington was a greater general than Napoleon. Affirmative, a citizen and a pupil. Negative, a citizen and a pupil.
10. Decision of judges.
11. Song, led by school choir.



A Girls' Tomato Club Meeting, Wetzel County.



Ready for Work.

"GET THE GIRLS INTERESTED."

PROGRAM NUMBER EIGHT.

TRAVEL PROGRAM.

Suggestions:

1. The aim here should be to utilize the best traveling experiences of the community. Perhaps one or more of the children have made a visit to a noted city or even abroad. There may be one or more foreign children who can make a valuable contribution. By the use of maps the program may be made a valuable Geography lesson.

2. If possible to do so, have some one to give a lantern slide lecture of his own travels or on some place of historic or civic importance.

The Program:

1. Song, led by school choir.
2. Devotional exercises.
3. Where I spent my vacation (by a pupil).
4. My first visit to a great city (by a pupil or citizen).
5. My trip to the west (by a citizen or pupil).
6. An ocean voyage (by a citizen or pupil).
7. Song, led by school choir.
- 8-10. To be supplied.
11. Song, led by school choir.

PROGRAM NUMBER NINE.

MUSICAL PROGRAM.

Suggestions:

1. Do not say it cannot be done in your community. It all depends on the energy and resourcefulness of the teacher and the community.

2. This program anticipates preparation. Organize a singing school as early as possible after the opening of the session. If the teacher understands music and can sing she may assume the role of "singing master." If the teacher cannot assume such leadership she should see if there is not some one in the community who can do the singing school work. The program for this evening should be made up largely from the best singers but some of the numbers should be sung by all.

3. Organize a school glee club. Give it a name.

4. Secure a piano or organ if possible, perhaps from a nearby neighbor.

5. If possible arrange for a program made up of outside talent. For example, the University Glee Club or a glee club of one of the normal schools or of some college. It may be that the community could afford a program such as the Ernest Gamble Concert Company.

The Program:

To be arranged by the local committee.

INDIAN NIGHT.

Suggestions:

1. This program should be made up of citizens who have had personal knowledge of the Indians or of citizens and pupils who have read and heard much about Indian life in the early days.

2. If the children have Indian masks at home they should be asked to wear them on this occasion.

3. The children should be prepared for this program by their reading, whether of the Indian stories of the text books or of Indian story books.

4. Make the program as realistic as possible.

The Program:

1. Song, led by school choir.
2. Devotional exercises.
3. Personal recollections of the Indians (by a citizen).
4. Indian warfare in West Virginia (by a pupil or citizen).
5. Who are the Indians? (by a pupil.)
6. Indian war dance (If practicable the pupils should be encouraged to act out the Indian war dance).
7. Song, led by school choir.
8. Dramatization of an Indian story by a group of pupils.
9. John Smith and Pocahontas—a paper by a pupil or dramatization of the story.
10. Debate: Resolved, that the white men were justified in driving the Indians from their possessions and occupying them for themselves.
(By a citizen and a pupil on each side.)
11. Decision of judges.
12. Song, led by school choir.

PROGRAM NUMBER ELEVEN.

DRAMATIC PROGRAM.

Suggestions:

1. Avoid the stiff, formal recitations of poems or prose selections, such as is common on last day exercises.

2. Avoid objectionable, cheap, wishy-washy selections. There is too much good material to justify the loss of time required by these.

3. The teacher should have the school dramatize several stories as regular school work. Some of the best of these stories should be reproduced on this program. That will be specially interesting to parents.

4. The committee should search the community for any persons outside the school who have had special training in dramatization or elocution and use these persons both for helping to train the pupils and for taking parts on the program.

The Program:

To be arranged by the committee.

PROGRAM NUMBER TWELVE.

HALLOWE'EN SOCIAL.

Suggestions:

1. In many rural districts the traditions of hallowe'en are not very well known and have not entered into the lives of the people. To this extent this program may be made informational.

2. The children should understand thoroughly what parts they are to take if a program should be rendered.

3. Make the program conform to the spirit of the occasion. A stiff, formal observance of rules and regulations ordinarily observed will make the program a failure.

4. The children will enjoy the jack-o-lantern feature.

5. The social feature should be made prominent.

The Program:

To be arranged by the committee.

PROGRAM NUMBER THIRTEEN.

WEST VIRGINIA'S NATURAL RESOURCES.

Suggestions:

1. This program should be informational in its character.
2. See that those who take part have the facts. The teacher can do a great deal by referring pupils and others who take parts on the program to sources of information.
3. See if there are not some citizens who are already interested in this matter.

The Program:

1. Song, led by school choir.
2. Devotional exercises.
3. West Virginia Coal (by a pupil).
4. Conservation of West Virginia oil and gas (by a citizen).
5. West Virginia's greatest resource—The land (by a citizen).
6. Song, led by school choir.
7. Water Power and state revenues (by a citizen).
8. The boys and girls as state resources (by a citizen).
9. Reforesting West Virginia hill lands (by a citizen).
10. Wastes of West Virginia's natural resources (by a citizen).
11. Song, led by school choir.

PROGRAM NUMBER FOURTEEN.

FARMERS' EVENING.

Suggestions:

1. Both citizens and pupils should take part in this program.
2. Make the program as practical as possible.

The Program:

1. Improved farm machinery as labor savers (by a citizen.)
2. Boys and Girls Corn Clubs (by a pupil).
3. Improved live stock (by a citizen).
4. How to increase the average yield of corn (by a citizen).
5. Song, led by school choir.
6. How make farm life happier for farm women (by a farmer's wife).
7. How to spend the leisure hours (by a citizen).
8. Rural telephone, rural mail delivery and the parcels post (by a pupil).
9. The rural school and the farm (by a citizen).
10. Song, led by school choir.

PROGRAM NUMBER FIFTEEN.

LIBRARY DAY PROGRAM.

Suggestions:

1. The state superintendent has designated December 5th as Library Day and has issued a library day annual containing a program and suggestions. These programs are for distribution to teachers on request. It is suggested here that this program would perhaps result in raising more funds for the school library if it be made one of the regular community programs and be given in the evening.

2. The purpose of this program should be the raising of funds for a school library.

3. Use some such device as the box supper, the pie social or a fudge sale.

4. It may be well to appoint a committee of several pupils to see the citizens beforehand and solicit personal subscriptions for the school library. The report of the amount of funds raised in this way should be made public at this meeting. It would be well to appoint a committee of citizens to audit the receipts and care for the funds until a purchase of books is made. The teacher should perhaps be chairman of this committee.

The Program:

See Library Day Annual issued by the State Superintendent.

PROGRAM NUMBER SIXTEEN.

SPRING ARBOR AND BIRD DAY PROGRAM.

Suggestions:

1. The date for this program is set by the State Superintendent for April 3rd. It may well be used for one of the community meetings.

2. There may be a single meeting for both the Arbor and Bird Day Programs or two meetings may be held, one for each program.

3. The State Superintendent issues annually an Arbor and Bird Day manual which is furnished free to teachers. In this manual are programs, appropriate selections, suggestions and other helps which together make it easy for the teacher to arrange for these programs.

4. Make the program as practical as possible. Some trees should actually be planted. Little good will result from merely reading or talking about planting trees on the school grounds.

5. Try to interest those present in a general plan for planting trees at the homes and along the country roads.

6. Make the program such as will give both pupils and parents a better appreciation of the birds of their community. Give some consideration to the commercial value of birds from the standpoint of their saving crops by destroying insect pests.

The Program:

(See programs in Arbor and Bird Day manual prepared by the State Superintendent.)

PROGRAM NUMBER SEVENTEEN.

CLEAN-UP-AND-BEAUTIFY DAY.

Suggestions:

1. A little manual of instructions and suggestions is issued by the State Superintendent relative to this program. Each teacher should have one of these as a guide. The efficiency score card issued by the State Department of Schools will help to emphasize the points to be observed on Clean-up-and-Beautify Day.

2. October 10th is the date set by the State Superintendent for this program, in the year 1913.

3. This program may be counted as one of the proposed community meetings.

4. The cleaning up should be begun before the opening of the term and it should be continued throughout the year. This meeting may be of the nature of a celebration or if necessary all may be asked to join in cleaning up the school grounds.

5. This program should teach a lesson for the whole community such as will result in a general cleaning up and beautifying of the whole neighborhood.

The Program:

See Clean-up-and-Beautify program published by the State Department of Schools.

PROGRAM NUMBER EIGHTEEN.

PEACE DAY PROGRAM.

Suggestions:

1. The State Superintendent has issued a peace day manual containing a suggested program with proper selections for this occasion. Copies of this peace day manual can be had upon request from the State Superintendent.

2. This program may count as one of the proposed community meetings.

3. Peace Day is May 18th.

4. It will add interest to the program if one or more war veterans are asked to contribute personal experience or give an address upon the destruction by war.

5. Pupils taking part in this program may draw upon their work in history in the regular classes.

The Program:

See Peace Day Manual, prepared by the State Superintendent.

PROGRAM NUMBER NINETEEN.

WASHINGTON'S BIRTHDAY PROGRAM.

Suggestions:

1. This program should be the occasion of a patriotic meeting.
2. Pupils taking part in this program should draw upon their work in history for material.
3. If possible the room should be decorated with American flags.
4. The personal character and integrity of General Washington should be emphasized.
5. There are a great many appropriate selections from literature which can be read or recited.

The Program:

To be arranged by the committee.

LINCOLN'S BIRTHDAY PROGRAM.

Suggestions:

1. Lincoln's Birthday is a legal holiday, with the proviso that "schools shall remain in session and hold appropriate ceremonies in honor of Abraham Lincoln." It is suggested that upon that day the regular classes recite in the forenoon. But that in the afternoon the citizens be invited to be present for a program rendered by the children.

2. All reference to politics or partizanship should be strictly avoided.

The Program:

1. Song, led by school choir—"My Country 'Tis of Thee."
2. Devotional exercises.
3. Lincoln's Boyhood.
4. Lincoln as a lawyer.
5. Lincoln as a story teller.
6. Lincoln the great emancipator.
7. Song, "Star Spangled Banner," led by school choir.
8. Lincoln's Gettysburg Speech, read by a pupil.
9. Lincoln as a war president.
10. Lincoln as a man.
11. Whitman's "O Captain, my Captain," recited by a pupil.
12. Song, "The West Virginia Hills," led by school choir.



A Small Rural Meeting—Speaking, Basket Dinner, Etc.



Take the School and the Community to the Agricultural Train or Any Other Good Program That Is Given in the Community.

"GET EVERYBODY INTERESTED."

LIBRARY OF CONGRESS



0 019 605 222 7